LEADERSHIP AND COMMUNICATIONS
Curriculum Content Framework

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Curriculum Content Framework

LEADERSHIP AND COMMUNICATIONS

Grade Level: 9, 10, 11, 12 **Course Code: 491029**	**Prerequisites: Agriculture Science & Technology or Agriculture Science**

Course Description: Public speaking, parliamentary procedure, organization, delegation, oral communication, conflict resolution, business etiquette, and community service are major topics to assist students in development of their leadership skills for the future.

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Unit 1:   What Is Leadership?
5 Hours

Terminology: Follower, Leader, Leadership

CAREER AND TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	**Application**	**Skill Group**	**Skill**	**Description**
1.1 Define terms		Foundation	Listening	Comprehends ideas and concepts related to leadership [1.2.1]
		Interpersonal	Leadership	Conveys attitudes and values of group to others [2.4.3]
1.2 Explain who leaders are	1.2.1 Present short speeches about favorite leaders	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
		Interpersonal	Cultural Diversity	Discusses contributions and innovations made by women and/or minority groups [2.2.2]
1.3 Appraise leadership traits	1.3.1 Identify leaders in community, and list their traits and their values to an organization	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
		Interpersonal	Negotiation	Works to resolve conflict between two or more individuals [2.5.3]
1.4 Describe personal leadership skills		Foundation	Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Interpersonal	Leadership	Comprehends ideas and concepts related to leadership [2.4.2]

Unit 2:   Leadership Styles
5 Hours

<u>Terminology:</u>   Autocratic (authoritarian) leadership, Democratic leadership, Laissez-faire (participative) leadership, Leadership style

CAREER AND TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	**Application**	**Skill Group**	**Skill**	**Description**
2.1 Define terms		Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
		Interpersonal	Leadership	Comprehends ideas and concepts related to leadership styles [2.4.2]
2.2 Interpret the autocratic (authoritarian) leadership style		Foundation	Listening	Comprehends ideas and concepts related to leadership styles [1.2.1]
		Interpersonal	Leadership	Delegates responsibility to an individual within the group or team [2.4.4]
2.3 Interpret the democratic leadership style		Personal Management	Organizational Effectiveness	Identifies characteristics desired by organization [3.3.6]
2.4 Interpret the participative (laissez-faire) leadership style		Foundation	Speaking	Pronounces words correctly [1.5.9]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]

Unit 3:   Goal Setting
5 Hours

Terminology: Goal, Intermediate goal, Long-term goal, Short-term goal

CAREER AND TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	**Application**	**Skill Group**	**Skill**	**Description**
3.1 Define terms		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
3.2 Analyze how setting goals helps you to succeed	3.2.1 Set a long-term goal, and outline the short-term and intermediate goals needed to reach it	Foundation	Speaking	Applies/Uses technical terms as appropriate to audience [1.5.2]
		Thinking	Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]
3.3 Explain why a goal completion date is important		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
		Personal Management	Career Awareness, Development, & Mobility	Monitors progress toward goal attainment [3.1.1]

Unit 4:   Time Management
5 Hours

Terminology: Non-urgent, Prioritize, Procrastination, Time management, Urgent

CAREER AND TECHNICAL SKILLS What the Student Should Be Able to Do			ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		**Application**	**Skill Group**	**Skill**	**Description**
4.1 Define terms			Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
4.2 Explain the importance of setting priorities			Foundation	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Personal Management	Integrity/Honesty/ Work Ethic	Describes/Explains significance of integrity, honesty, and work ethics [3.2.4]
4.3 Differentiate between urgent and non-urgent items			Foundation	Reading	Distinguishes between fact and opinion[1.3.1]
			Thinking	Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]
4.4 Demonstrate the proper use of a calendar book	4.4.1	Develop a system for grouping and planning activities	Foundation	Writing	Records data [1.6.16]
			Thinking	Knowing how to Learn	Applies new knowledge and skills to better manage time [4.3.1]

Unit 5:   Group Dynamics
15 Hours

Terminology: Facilitator, Group dynamics, Team, Teamwork skills

CAREER AND TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	**Application**	**Skill Group**	**Skill**	**Description**
5.1 Define terms		Foundation	Writing	Uses technical words and symbols [1.6.20]
5.2 Explain the role of group members		Foundation	Speaking	Speaks effectively using appropriate eye contact, gestures, and posture [1.5.11]
		Interpersonal	Teamwork	Recognizes effects of positive/negative attitudes on co-workers [2.6.4]
5.3 Explain the importance of teamwork	5.3.1 Participate in exercise requiring teamwork	Foundation	Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
5.4 Explain group pressure		Foundation	Reading	Applies/Understands technical words that pertain to the subject [1.3.6]
		Interpersonal	Leadership	Influences group behavior [2.4.8]
5.5 Differentiate among the three categories of group member roles		Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]

Unit 6:   Conflict Resolution
10 Hours

Terminology: Compromise, Conflict, Conflict resolution, Consensus, Problem solving

CAREER AND TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	**Application**	**Skill Group**	**Skill**	**Description**
6.1 Define terms		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
6.2 Interpret the six-step problem-solving process	6.2.1 Participate in a small group problem-solving exercise using the six-step process	Foundation Thinking	Writing Problem Solving	Organizes information in an appropriate format [1.6.10] Demonstrates logical reasoning in reaching a conclusion [4.4.2] Devises and implements a plan of action to resolve problems [4.4.3] Identifies possible reasons for problems [4.4.6] Recognizes/Defines problems [4.4.8]

| CAREER AND TECHNICAL SKILLS | | | ACADEMIC AND WORKPLACE SKILLS | | |
What the Student Should Be Able to Do			What the Instruction Should Reinforce		
Knowledge		**Application**	**Skill Group**	**Skill**	**Description**
6.3 List the causes of conflict		6.3.1 Role-play different ways in which people deal with conflict	Foundation	Speaking	Adapts presentation to audience [1.5.1] Interprets nonverbal cues, such as eye contact, posture, and gestures, for meaning [1.5.6]
			Interpersonal	Cultural Diversity	Recognizes differences among team members [2.2.3] Works effectively with men and women from diverse backgrounds –ethnic, social, educational, etc. [2.2.5]
6.4 Interpret the four-step conflict-management process		6.4.1 Participate in a conflict management exercise using the four-step process	Foundation	Writing	Adapts notes to a proper form [1.6.1]
			Interpersonal	Negotiation	Assists in reaching a settlement/conclusion through compromise [2.5.1] Comprehends ideas and concepts related to conflict management [2.5.2] Works to resolve conflict between two or more individuals [2.5.3]

Unit 7:   Agricultural Communications Careers
15 Hours

Terminology: Resume

CAREER AND TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	**Application**	**Skill Group**	**Skill**	**Description**
7.1 Define terms		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
7.2 Explain the purpose of a resume and letter of application	7.2.1 Prepare a resume 7.2.2 Write a letter of application	Foundation	Writing	Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling, and punctuation [1.6.5] Composes and creates document –letters, manuals, reports, proposals, graphs [1.6.8]
		Personal Management	Self-esteem	Creates a positive self-image by selling self in a letter of application [3.5.2] Identifies personality assets [3.5.6] Presents positive personal references of education and work experience [3.5.8]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	**Application**	**Skill Group**	**Skill**	**Description**
7.3 Identify good interview techniques	7.3.1 Role-play a job interview 7.3.2 Write an interview followup letter	Foundation	Writing	Organizes sentences into paragraphs [1.6.11] Produces neat, legible document from typewriter or computer [1.6.15]
		Personal Management	Self-esteem	Creates self-confidence and positive self-image through proper grooming [3.5.3] Presents positive image of personal attitudes and abilities [3.5.7]
7.4 Identify one career in agricultural communications	7.4.1 Research an agricultural communications career	Thinking	Creative Thinking	Prepares presentation based on subject research, interviews, surveys [4.1.0]

Unit 8: Public Speaking
15 Hours

Terminology: Extemporaneous speech, Impromptu speech, Nonverbal communication, Outline, Prepared speech, Public speaking

CAREER AND TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	**Application**	**Skill Group**	**Skill**	**Description**
8.1 Define terms		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
8.2 Identify the three major parts of a speech		Foundation	Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19] Writes appropriate entries [1.6.22]
		Thinking	Knowing how to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
8.3 Create an outline for a five-minute speech	8.3.1 Prepare a five-minute speech	Foundation	Speaking	Adapts presentation to audience [1.5.1] Organizes ideas, and communicates oral messages to listeners [1.5.7]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	**Application**	**Skill Group**	**Skill**	**Description**
8.4 Explain how references are cited	8.4.1 Write a bibliography of references used in your speech 8.4.2 Present the speech to the class	Foundation	Writing	Applies rules of grammar, punctuation, capitalization, and spelling [1.6.3] Checks, edits, and revises document for correct information, appropriate emphasis, form, grammar, spelling, and punctuation [1.6.5]
		Thinking	Seeing Things in the Mind's Eye	Visualizes a finished product [4.6.4]

Unit 9:   Parliamentary Procedure
15 Hours

Terminology: Chairperson, Motion, Parliamentary procedure, Vote

CAREER AND TECHNICAL SKILLS What the Student Should Be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	**Application**	**Skill Group**	**Skill**	**Description**
9.1 Define terms		Foundation	Speaking	Adapts presentation to audience [1.5.1] Organizes ideas, and communicates oral messages to listeners [1.5.7]
9.2 Explain the primary purpose of parliamentary procedure		Foundation	Reading	Determines what information is needed [1.3.10] Locates pertinent information in documents, such as manuals, graphs, and schedules, to perform tasks [1.3.18]
		Thinking	Creative Thinking	Combines ideas or information in new way [4.1.2] Makes connections between seemingly unrelated ideas [4.1.6]
9.3 Explain the four methods of voting		Foundation	Writing	Uses words appropriately [1.6.21] Writes/Prints legibly [1.6.24]
		Personal Management	Organizational Effectiveness	Adapts to the organization's goals, values, culture, and traditional modes of operation [3.3.1]

CAREER AND TECHNICAL SKILLS What the Student Should Be Able to Do				ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge		**Application**		**Skill Group**	**Skill**	**Description**
9.4	Explain the steps in presenting a main motion	9.4.1	Practice the proper procedure for presenting a main motion	Foundation	Speaking	Interprets nonverbal cues, such as eye contact, posture, and gestures, for meaning [1.5.6] Speaks in clear, concise manner [1.5.12]
				Interpersonal	Leadership	Delegates responsibility to an individual within the group or team [2.4.4]
9.5	Explain the purpose of an amendment	9.5.1	Practice the proper procedure for amending a motion	Foundation	Reading	Comprehends written specifications, and applies them to a task [1.3.9] Follows written directions [1.3.13]
				Interpersonal	Leadership	Encourages/Motivates members of a group or team [2.4.6]

Glossary

Unit 1:   What is Leadership?

1.   Follower—an individual who follows the ideas, goals, or tasks of a leader

2.   Leader—a person who helps a group or an individual in achieving goals

3.   Leadership—the ability to move or influence others toward achieving individual or group goals

Unit 2:   Leadership Styles

1.   Autocratic (authoritarian) leadership—a leadership style in which the leader makes decisions for the group

2.   Democratic leadership—a leadership style that is based upon the participation of the members of a group in the decision-making process

3.   Laissez-faire (participative) leadership—a leadership style in which a group makes decisions with little if any input from the leader

4.   Leadership style—the way individuals act in their roles as leaders

Unit 3:   Goal Setting

1.   Goal—something an individual wants to achieve

2.   Intermediate goal—a goal that should be achieved between one and five years

3.   Long-term goal—a goal that will take a long time, more than five years, to achieve and usually involves many steps

4.   Short-term goal—a goal that can be achieved in a short time, usually less than a year, and involves only a few steps

Unit 4:   Time Management

1.   Non-urgent—not requiring immediate attention

2.   Prioritize—to arrange or deal with in order of importance

3.   Procrastination—to put off doing something until a future time

4.   Time management—planning how you will control your time to do the things you need and want to do

5.   Urgent—requires immediate attention

Unit 5:   Group Dynamics

1.   Facilitator—someone who works with a group to make things run effectively and efficiently

2.   Group dynamics—the patterns of interactions within a group

3.   Team—a group of individuals working together to achieve a common purpose

4.   Teamwork skills—the ability to work well with others in a group situation

Unit 6:   Conflict Resolution

1.   Compromise—to settle differences by mutual agreement

2.   Conflict—problems that arise between individuals or groups

3.   Conflict resolution—the use of techniques that allow people to quietly resolve problems between them

4.   Consensus—the decision-making process in which people gather and discuss information on an issue until an agreement is reached

5.   Problem solving—the method of arriving at a decision or answer

Unit 7:   Agricultural Communications Careers

1. Resume—a one- or two-page description of an applicant that gives his/her educational background, experiences, and qualifications

Unit 8:   Public Speaking

1. Extemporaneous speech—a type of speech in which the speaker prepares ideas but does not memorize exact words

2. Impromptu speech—a type of speech in which the speaker talks "off the cuff" with no chance for preparation

3. Nonverbal communication—messages conveyed by a person's behavior and the physical environment

4. Outline—a plan that forms the framework for a speech

5. Prepared speech—a type of speech in which the speaker prepares the speech completely beforehand

6. Public speaking—a type of communication that uses oral methods of conveying information

Unit 9:   Parliamentary Procedure

1.   Chairperson—presiding member of a group

2.   Motion—a basic proposal that brings business before the assembly

3.   Parliamentary procedure—a method of conducting meetings in an orderly manner

4.   Vote—to give members the right to express approval of or opposition to a particular action